

	HT1	HT2	HT3	HT4	HT5	HT6
Y11	<p>English Literature Paper 2: Modern Text - An Inspector Calls</p> <p>Assessment Objectives</p> <p>AO1 - reading, understanding and responding, AO2- analysing language, form and structure, AO3 - understanding texts and contexts.</p> <p>Key Knowledge</p>	<p>English Language Paper 2: Section B - Writing Viewpoints and Perspectives</p> <p>Assessment Objectives</p> <p>AO5: Communicate clearly, effectively and imaginatively (for different forms, audiences and purposes). Organise information and ideas, using structural and grammatical features AO6: use a range of vocabulary and sentence structures /accurate spelling and punctuation.</p> <p>Key Knowledge</p>	<p>English Literature Paper 2: Poetry Cluster Power and Conflict</p> <p>Assessment Objectives</p> <p>AO1 - reading, understanding and responding, AO2- analysing language, form and structure, AO3 - understanding texts and contexts</p> <p>Key Knowledge:</p>	<p>English Literature Paper 2: Unseen Poetry</p> <p>Assessment Objectives</p> <p>AO1 - reading, understanding and responding, AO2- analysing language, form and structure,</p> <p>Key Knowledge:</p>	<p>Year 11 Revision Programme</p> <ul style="list-style-type: none"> • Lang 1 • Lang 2 • Lit 1 • Lit 2 <p>Assessment Objectives</p> <p>The final unit of study will be used to consolidate knowledge and understanding of the breadth of topics covered in both Year 10 and 11 for both Language and Literature qualifications.</p> <p>Key Knowledge:</p>	<p>Exams:</p> <p>Assessment Objectives</p> <p>Pupils will sit their final exams.</p>

	<p>Themes: Class Social Responsibility Gender Age</p> <p>Genre Detective Fiction Morality Play The 'Well-made' play Bildungsroman</p> <p>Context Edwardian Era British Empire Pre/Post War Britian</p> <p>Language and Structure Play form (dramatization) Authentic dialogue dramatic pauses repetition gasps and interruptions fluency and length Stage direction Dramatic irony Act Scene</p>	<p>PAF: Non Fiction Purpose – <i>argue/persuade/inform/explain/advise</i> Form - <i>article/blog/letter/speech/journal/leaflet/brochure and forms of transactional writing</i> Audience - <i>age/socio-economic/gender/cultural</i></p> <p>Using Language Modal verbs/phrases Anecdote Triplets Facts/Statistics Direct Address Inclusive pronouns Emotive language Hyperbole Tone</p> <p>Using Structure Titles Sub-headings</p>	<p>Themes Power Conflict Suffering Nature Patriotism Courage Shame Identity Childhood Pride Jealousy Status</p> <p>Form and Structure Elegy Monologue Ballad Medias res First person Third person Stanza Enjambment Dactylic dimeter Free verse Flashback Rhyme Pararhyme Blank Verse Sonnet Caesura Anaphora</p>	<p>Application of knowledge from 'seen' cluster:</p> <p>Form and Structure Elegy Monologue Ballad Medias res First person Third person Stanza Enjambment Dactylic dimeter Free verse Flashback Rhyme Pararhyme Blank Verse Sonnet Caesura Anaphora</p> <p>Language and Poetic Techniques Simile Metaphor Personification Alliteration Sibilance Semantic field Colloquial language</p>	<p><i>See lists of key knowledge from individual units</i></p>	
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	<p>Key Terms Poverty Wealth Socialism Capitalism Hierarchy Morality</p>	<p>Paragraphs Salutation Introduction Proposal Hypothesis Development Conclusion Argument/Counterargument</p> <p>Technical Accuracy Range of punctuation (colon, semi-colon, inverted commas, dashes, ellipsis, brackets)</p>	<p>Language and Poetic Techniques</p> <p>Simile Metaphor Personification Alliteration Sibilance Semantic field Colloquial language Extended metaphor Motif Onomatopoeia Irony Plosives</p> <p>Context</p> <p>PTSD Modern Warfare WWI Victorian Era – Crimean War Middle Eastern Conflict Troubles (NI) Vietnam War Windrush WWII Romantic Period</p>	<p>Extended metaphor Motif Onomatopoeia Irony Plosives</p>		
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	<p>Assessment: 34 Marks (inc.SPAG)</p> <p>Pupils will answer a question based upon how the writer presents a character or theme in the play.</p>	<p>Assessment:</p> <p>Writing Creative Piece – Write to present a point of view - non-fiction text <i>(40 marks – 24 content and organization/16 SPaG)</i></p>	<p>Assessment:</p> <p>Comparison – Power and Conflict cluster – Seen and poem of choice <i>(30 Marks)</i></p>	<p>Assessment:</p> <p>In both formative and summative assessments pupils will study an unseen poem to understand and analyse, comparing with another unseen poem, with a specific focus.</p> <p>Unseen Poetry <i>Part 1 – Unseen poem with a specific focus (24 marks)</i> <i>Part 2 – Comparison with another unseen poem (8 marks)</i></p>	<p>Assessment:</p> <p>Pupils will practice questions in all key exam areas using past papers and mark schemes.</p> <p>Lang 1 - Fiction Reading Q1,2,3,4 Writing Q5 L Lang 2 Non-Fiction Reading Q1,2,3,4 Writing Q5</p> <p>Lit 1 19th C Shakespeare</p> <p>Lit 2 Modern Play Poetry Cluster/Unseen Poem</p>	<p>Assessment:</p> <p>Pupils will carry out their national assessments.</p>
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